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ABSTRACT

This report describes and evaluates The World Is Your Museum Program -- its objectives and information from an Interim Evaluation Report -- and provides other evaluative information from teachers, students, and the project director. The program involved 300 students from eight public and two non-public elementary (K-5) art classes in Washington, D. C. The classes participated in a series of 15 interrelated community resource visits with museums and used audiovisual materials. An overview describes program activities in which emphasis was on expanding student perception and establishing cognitive and visual relationships between encountered concepts and objects. The major focus of the evaluation is twofold: (1) Process Evaluation and (2) Product Evaluation. The Process evaluation examines program implementation and operation according to plans, while the product evaluation investigates the effect of the project on children, teachers, and parents, with special emphasis on attitudinal gains. Evaluation statistics of implementation, operation, and attitudinal outcomes are included in this report. The data show that the program was well administered, teachers were successful in getting students involved in the program, and most students became more independent in their artistic expression. (ND)

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The World Is Your Museum

ESEA TITLE III EVALUATION FINAL REPORT

OFFICE OF PLANNING, RESEARCH, AND EVALUATION
Division of Research and Evaluation
August, 1974

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FINAL EVALUATION REPORT

OF THE

WORLD IS YOUR MUSEUM

Submitted To:

Assistant Superintendent
Division of Planning, Innovation and Research
District of Columbia Public Schools

Prepared By

The Service Corporation of America
1811 Pennsylvania Avenue
Baltimore, Maryland 21217

February 27, 1975

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INTRODUCTION

This Final Evaluation Report provides information included in the Interim Evaluation Report and additional evaluative information from teachers, students and the Project Director. This report gives a description of The World Is Your Museum Program together with the objectives of the Program.

The evaluation consists of Process and Project outcomes. The data for the first was obtained primarily from the Program Director and teachers, while data for the latter came primarily from students and teachers. An effort was made to obtain as much pertinent evaluative data as possible from the schools, and we were able to use at least three schools (or 33%) on each set of data. In some cases as many as five or 50% of the schools were used.

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Objectives of The
World Is Your Museum Program

This Program represents an innovation in creative learning experience in the arts for pupils in the District of Columbia Public Schools. The Program is a pilot experience, hence only a limited number of pupils participated in it during the first year of operation. One of the primary objectives of the Program is to develop an art education model so that a larger number of children in the Public Schools of Washington can benefit from it.

The primary objectives of the World is Your Museum Program are as follows:

A. The student will experience art as a means of communicating man's ideas throughout civilization as well as a vital part of his contemporary life.

B. The pupil will progress in the complete relationship between seeing and thinking, etc. Focus his perceptions, which will develop and strengthen simultaneously his academic achievement in verbal and non-verbal skills.

C. The pupil will learn to maximize visual acuity through his process of selective comprehension based on a broad range of aesthetic experiences.

D. The pupil and parent will come together in a unique learning situation, which will increase the pupil's confidence and enable him to make individual value judgments in relation to his school, family and the community.

E. The faculty and staff of the Program will develop a series of audio-visual curriculum kits and innovative tours designed to enable the pupil to discover essential elements as color, form, and composition as they relate to everyday life.

F. Pupils will develop positive attitudes and interests toward the arts as reflected through their art activities in school and their own reports of their attitudes and interests.

The objectives of this Program appear to be innovative and to follow the intent and purpose of the Title III Program of the Elementary and Secondary Education Act. The successful completion or accomplishment of the above objectives will enable Program, research and curricula personnel in the school system to translate the latest innovations about teaching and learning into widespread educational practice.

Description of The World Is Your Museum Program

The Operational Phase of the World is Your Museum Program began in September, 1973. The pupil participants consisted of eight (8) public and two (2) non-public elementary art classes (Grades K-5) drawn from each of Washington, D.C.'s eight school board wards. A total of 300 pupils were involved. These classes participated in a series of 15 interrelated community resource visits. Through museums coming into classrooms, innovative museum tours related directly to specially designed audio-visual classroom, and curriculum kits, emphasis will be placed on expanding student perception and establishing cognitive and visual relationships between encountered concepts and objects. Classroom discussions and pupil prospects will amplify resource visits and media presentations.

The Program procedures during Phase II (June 1973-June, 1974) are similar to those described for Phase I (June, 1972-June, 1973). We have provided an overview of the planned operational aspects of the Program as a basis for later evaluation. The primary activities conducted during Phase I are outlined below:

A. Four orientation meetings were held for art teachers participating in the Program before school opened in the Fall of 1973. These meetings involved the joint inputs

of the Program Coordinator, Consultants, media specialist and the D.C. School System Art Department.

B. Plans for the development validation of media kits were made during the first advisory period. The media specialist under the direction of the Program Coordinator together with consultants were to design a series of three multi-media packages which were to be placed in each classroom. The multi-media programs were to reflect teacher feedback from previous meetings and inputs from museum educators.

The overall plan for the implementation of the kits are as follows:

1). one carousel projector for each classroom
2). two cassette recorder/players
3) a supply of blank tapes
4). seven hand receivers
5). printed teachers guides and three kits consisting of a total of 480 slides
6). each kit is to contain trays for the carousel, a prerecorded cassette tape designed for the grade level of the class

Photo and slides were to be drawn from various art departments and museum libraries at no charge to the program, duplicated by the media specialist and mounted in plastic slide binders.

These kits were designed to serve two functions:

1). to stimulate and direct student attention to the theme and goals of the project through a prepared presentation using 80 slides and an audio tape, and
2). to provide the classroom with source materials for student-teacher contracted assignments, projects, and discussions with an additional 80 slides. A seminar for all program teachers was set for January, 1974 to discuss the use of these materials.

The first kit entitled, "Museums:" was

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scheduled to be in the classroom by the middle of January, 1974. The intention of this package was to show the diversity of materials and objects that community museums collect. It offers an audio-visual essay on the various collections which the students visited on their first four museum tours. Students were asked to point out objects that they remember or would like to see again. They compared new objects with those they have already seen and developed composit drawings of their favorites showing what they have in common.

The second kit entitled, "Collecting:" concentrated on expanding the museum's walls to the students' home and community. A montage of neighborhood fixtures and found objects were compared with the museum collections on their tours. The intention here is for the student to realize that he must not stop searching for things when he leaves the museum, that he can find similar objects, shapes, and colors by exploring his own world. Students were asked to identify the visuals and asked to relate their neighborhood finds to museum collections. Students in each class now have 320 slides to investigate, sequence, etc. (160 slides per kit).

The third kit, "Relationships:" is devoted to suggesting 20 different basic classifying categories by contrasts, e.g., light-dark, rough-smooth, warm-cool, straight-bent, soft-hard, and then structural elements, e.g., line and plane-color, and form. Each concept is illustrated by a familiar example. An additional 80 slides of new objects are included. Thus the student now has access to 480 slides.

These kits will hopefully demonstrate to the students a series of design interrelationships between the worlds of museums, community, and nature. They will become a unique curriculum resource not available through commercial firms and will hopefully form the genesis for similar programs throughout the United States.

C. The teacher guide was scheduled to be written and printed for use beginning the Second Advisory period.

D. Staff meetings were scheduled to be held semi-weekly with art teachers, coordinators, and classroom teachers to validate media kit and teacher guides as well as tours.

E. Parents were scheduled to participate in four workshops in museums and participate in four media workshops in the Art Department. Materials were provided which parents could take home to work with their families.

F. Field trips: Each class accompanied by parents and teachers were scheduled to take an introductory trip per month as follows:
- Sept. - Anacostia Neighborhood Museum-in our neighborhood.
- Oct. - African Museum-A museum concerning race and culture.
- Nov. - National Collection of Fine Arts-A museum for children.
- Dec. - National Gallery of Art-Christmas paintings.
- Jan. - Museum of Natural History-A museum of man and his collection of artifacts; nature.

G. Classroom activities involving art media were planned to be related to field trips.

H. A major innovation of the Program involved the museums coming into the classroom by bringing objects, reproductions, and films. Such material is "free" but has not been explored or used in the way proposed here.

For example, the African Museum will cooperate by bringing original figures, fabrics and musical instruments and turn the classroom into a living museum. Other institutions will contribute their special resources to the classroom.

I. The pupil will create a museum as well as his world in the classroom by group projects not only using resources from the museums but from his school and the community. He will also (as stated) be involved in a culminating exhibit in a gallery and additionally in his school.

J. <u>Second Advisory Period - January, 1974-June, 1974</u>

1. Four meetings with art teachers, class-

room teachers, consultants, and the Art Department were held to assess the first period and introduce, and use the new curriculum (kits and guide).

2. Staff meetings were held semi-weekly.

3. Testing (Creativity) May, 1974.

4. Field Trips: the trips were increased from one to two times a month. Each class went on the same trip, to different institutions. The pupils accompanied by art teachers and parents, were exposed to the educational resources of places visited related to a theme which they had chosen, i.e., red in a Christmas painting at the National Gallery, red beads on an African mask, red in plant life at the Arboretum, red in animal life at the Zoo, red in signs and symbols in the community, red in the earth.

5. Using artists' materials and by keeping a journal sketchbook, the child will demonstrate his progress in relating visual and non-visual skills. The media kit, in use, will be an additional aid in the class skills. All post-visual activities will be related to the field trips.

6. The pupils will be directly involved in the selection and installation of a culminating exhibit to be held at a major museum. This innovation will be supervised by museum personnel, however, the criteria for selection will be the child's own, and his original work.

7. Film: These procedures outlined above are aimed at an innovative and improved Arts Curriculum. It is the first time in this city that such great resources have been brought into the schools with a sharing of education designed to enlarge the scale of the child's perceptual and sensory range.

The drafters of this Program felt that

a documentary film covering all phases of "The World Is Your Museum" is an essential component of this proposal. Such film will be used for future teacher training and will serve as a document for publicity and evaluation by non-participating educators. One copy of each final release prints will be made available to the D.C. Public Schools, HEW Office of Education, and the National Art Education Association.* Five prints and all negative materials will remain with the D.C. Art Department for circulation. T.V. videotape duplication will be encouraged and a master print will be circulated for this purpose. Distribution sponsors will be aggressively sought for national circulation. It will be produced in 16mm color and run approximately 20 minutes. The treatment will be as a straightforward document without "showy" or "slick" techniques. The film will emphasize the students' verbal and nonverbal participation in the classroom and during museum experiences. The Program principals will introduce the Program's objectives and rationals. Each phase of this summary will be cross-referenced with students demonstrating in live situations each principle covered. Critical comments by parents, students, museum tour guides and art teachers will close the film.

Participating Schools

The schools which participated in the World Is Your Museum Project are listed in Table I. Table II provides a list of trips and workshops for the Program.

Evaluation Of The World Is Your Museum

The evaluation of World Is Your Museum Project (cont. page 12)

*Because of insufficient funds a documentary film has not been produced. Instead, a film and audio-visual presentation have been substituted.

Table I
PARTICIPATING SCHOOLS
"THE WORLD IS YOUR MUSEUM"
(A FEDERAL PROGRAM, TITLE III, ART PROGRAM)

WARD	SCHOOL	NAMES OF TEACHERS	GRADE LEVEL
I	Cleveland 8th & T Sts., N.W. 629-7739	Ms. Alice Eichelberger, Art Teacher Ms. Marie Perry, Principal	Kgn.
II	Garrison 12th & S Sts. N.W. 629-7071	Mr. Russell Toscano, Art Teacher Ms. Gloria J. Jones, Principal	4th
III	Fillmore 35th & R Sts., N.W. 629-7788	Mrs. Betty Brown (Classroom Teacher Ms. Betty Brooks, Principal	5th
IV	Whittier 5th & Sheridan, N.W. 629-7067	Ms. Antoinette Hodge, Art Teacher Mr. James Anderson, Principal	3rd
V	Slowe 14th & Jackson, N.E. 629-7751	Ms. Jane W. Bettistea, Art Teacher Ms. Shirley Hammond, Principal	3rd
VI	Logan 3rd & G. St., N.E. 629-6167	Mrs. Ferguson (Classroom Teacher) Ms. Gloria Ford, Principal	

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V	Slowe 14th & Jackson, N.E. 629-7751	Ms. Jane W. Bettistea, Art Teacher Ms. Shirley Hammond, Principal	
VI	Logan 3rd & G. St., N.W. 629-6167	Mrs. Ferguson (Classroom Teacher) Ms. Gloria Ford, Principal	2nd
VII	Neval Thomas 650 Anacostia, N.E. 629-6926	Mr. Percy Boone, Art Teacher Ms. Helen M. Rand, Principal	4th
VIII	Moten & Annex Evans & Morris Rd., S.E. 629-8691	Ms. Helen Wallace, Art Teacher Ms. Mildren J. Fisher, Principal	1st

PARTICIPATING SCHOOLS CONT'D.

WARD	SCHOOL	NAMES OF TEACHERS	GRADE LEVEL
Non-Public School	Our Lady Queen of Peace 3740 Ely Pl., S.E. 584-4278	Sister Elizabeth Racko (Classroom Teacher) Sister Elizabeth Ann, Principal	2nd

NOTE: Miss Elizabeth Atnafu, Howard University, is a volunteer teacher substitute for schools that lost regular art teachers through implementation of the equalization process.

Table II
Trips and Workshops For The World
Is Your Museum Project

September	The Frederick Douglass Home, Cedar Hill From Slavery to Freedom
September	The Anacostia Neighborhood Museum
October	Our African Art Heritage, Storyboard
November	The Museum of African Art Music, Dress, Customs, Artifacts
December	The National Art Gallery Christmas Theme in Paintings
January	The Museum of Natural History Early Man; Man and His Environs
February	The Barnett-Aden Collection (Anacostia Museum) Black Artist from 1st Black Art Gallery
March	The Corcoran Art Gallery
April	The Design Game; Silk-Screen Shop
May	The National Zoological Park The Animal Kingdom

4 Orientation Workshops at Key School 1973

7 Monthly Workshop meetings at Ed. Media Center 1974

4 Clay Workshops with Director demonstrating:

March 5	Our Lady Queen of Peace
March 20	Key School
February 6	Logan School
February 7	Fillmore School
December 14	Teacher and Docent Workshops, Museum of Natural History

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is based primarily upon the expressed objectives of the Project. The major focus of the evaluation will be: (a) Process Evaluation and (b) Product Evaluation.

The Process Evaluation will determine whether or not the Program was implemented and operated according to previously determined or modified plans. These aspects of the Project may be looked upon as the independent variable while outcomes of the Project are dependent variables.

Product outcomes are the primary focus of the evaluation as it relates to the effect of the Project on children, teachers, and parents in the Project.

Here special emphasis will be placed upon attitudinal and cognitive gains of pupils and others in this Project.

An evaluation of Project process will be done through the following steps:

a). interview with Project Director.

b). interview a 60% sample of teachers.

c). review of Project files and documents.

d). documentation and review of media kits.

The evaluation of Project outcomes will be conducted as follows:

.design and administration of Student Questionnaire

.analysis of results of Creativity Test

.documentation of student works in the arts

Process Evaluation

In order to obtain information pertaining to the operational level of the Program, the Evaluator first met with the Program Director during the months

of March and April, 1974. Information gathered during these meetings indicated that the Program was operating as planned as evidenced by:

.The director had been selected and housed in an office adjacent to the Media Center for Washington, D.C. Public Schools.

.Secretarial services were available to the director.

.All of the public and private schools had been selected and were operational in the Program.

.All of the teachers had been selected and were participating in the Program except at one school. The director was helping in the absence of this teacher.

.Visits to museums had taken place during the school year and others were planned for the balance of the school year.

.Visits by museums to the schools had taken place during the year and other visits were planned for the remainder of the school year.

.The Project Director made frequent visits to the schools and met on at least a monthly basis with the Program staff.

In order to obtain more information on the operational aspects of the Program a Teacher Interview Questionnaire was designed and administered. A copy of this questionnaire is shown in Appendix I of this report. The questionnaire was completed by 5 or 50% of the ten teachers participating in the Program. We have provided below an item analysis of the responses to this questionnaire.

Teacher Interview Questionnaire
The World Is Your Museum Program

1. Do you plan to participate in This Program next year?

	YES	NO
Number	4	2
Percentage	80%	20%

2. In your opinion to what extent was this Program implemented?

	N	%
Fully	5	100
About 75%	0	0
About 50%	0	0
About 25-50%	0	0

3. Problems encountered in Program to date

	N	%
None	4	80
Getting Buses on time	1	20
No Art Teacher	1	10

4. What recommendations would you make for the Program?

	N	%
Full participation of all schools in Washington	5	100
None-for a first year program was quite pleased.	2	20
More classes in the school should participate.	5	100

5. To what extent do you believe this Program met its objectives during the first year?

		N	%
A.	80-100%	4	80
B.	60- 79%	1	20
C.	40- 59%	0	0
D.	0- 39%	0	0

6. Were your preservice and inservice professional developmental activities sufficient?

	YES	NO
N	4	1
%	80	20

The information obtained from the Program Directors and the participating teachers who responded to the Teacher Questionnaire show that the operational phase of the Program was at a high level. Additionally, the teachers seemed so enthusiastic about the Program that most feel it can be adopted in more schools now. Most recommend that more classes in their own school be allowed to participate in the Program.

Internal Evaluation Of
First Advisory
World Is Your Museum Activities

During the month of February the Project Director conducted an in-house evaluation on the theme Museums. The responses of these schools are summarized below: The three schools are:

Slowe Elementary
Moten Elementary
Our Lady Queen of Peace

1. How many times have museums and art gallery personnel visited your classroom this year?

Slowe Elementary	3
Moten Elementary	3
Our Lady Queen of Peace	5

Visitors included the following:

.African Art Museum

.Museum of Natural History
.Frederick Douglas Home
.National Art Museum
.Anacostia Museum

2. How many return trips did your class make to museums and galleries in conjunction with this Project?

Slowe	3
Moten	3
Our Lady Queen of Peace	5

3. Of the three schools reporting, two took classes other than the Project class on trips to museums and galleries.

4. The teachers reported that when personnel visited the classroom before a visit the children seemed more eager to attend and follow-up questionnaire proved they benefited from the trips. They also reported that children were more interested in the exhibit, and had a better understanding of it and remembered more.

5. Were classroom projects designed to reinforce and follow-up what was seen and heard on museum tours?

   All schools responded yes to this question.

6. Were parents invited to accompany their children on museum tours?

   All schools invited parents to go on trips.

   Only one of the three schools reported that parents went on trips. This school was the private school.

7. Did students have a choice in the selection of museum-art related classroom activities?

   Two schools answered yes. Slowe Elementary responded no to this question. No reason was given for not providing students with this choice.

8. Trips that were listed as being liked best are:

Anacostia Museum, Museum of Natural History, Museum of African Art.

9. Trips liked least were:
   National Art Museum (Slowe and Moten)
   Anacostia Museum (Our Lady Queen of Peace)
   This was due to a lack of previsit by a docent.

10. All of the teachers responding to this questionnaire believed that these art and museum related experiences have helped to improve academic skills in areas other than art.

11. By February 15th two of the three schools had reserved spaces for a little museum at their school.

12. Would you recommend city-wide implementation of the World Is Your Museum Program?

YES	-	100%
NO	-	0%

The responses of these three schools show that two way visitations between museum and school were taking place. Additionally, these visits were followed up with museum-art related activities. The data also shows that more students benefited from the Program than those who were formally in it. Parents participation in visits is not at the level indicated by the objectives of the Program. No parents went on trips at two schools. One trip that was reported as 'least liked' was so classified because the teachers believe the exhibit to be more complex than the students could grasp at their age level.

Student Responses to The World Is Your Museum Program

The evaluator felt that the students' reactions to various aspects of the World Is Your Museum Program would be useful in evaluating this Program. Hence, a Student Questionnaire was designed and administered to four of the schools. A copy of this questionnaire is shown in Appendix II of this report.

Results from Slowe Elementary
(Number of Children Responding= 32)

1. How did you enjoy the World Is Your Museum Program?
   A. Liked it very much 88%
   B. Didn't like it at all 0%
   C. It was all right 12%

2. Do you want to stay in this Program?
   Yes 100% No 0%

3. How do you like this class as compared to other classes you have?
   A. Much more 85%
   B. About the same 15%
   C. Much less 0%

4. What did you like most about this class?
   Typical areas mentioned are: Good exhibits, many interesting trips, the things we made, enjoyed very much learning about famous Black artists and Black History.

5. Did you have a good teacher for this class?
   Yes 100% No 0%

6. Did you make anything like a painting in this class?
   Yes 100% No 0%

   What did you do? Most mentioned items were: African masks, paintings and silkscreening.

7. Can you remember any of the trips you took this year?
   Yes 100% No 0%

8. If so, can you name five of them that you enjoyed most?

   The five trips enjoyed most are in rank order as follows: Zoo, African Art Museum, Anacostia Museum, Cochran Art Gallery, and Frederick Douglass Home.

9. Write as many good things about the World Is Your Museum Class as you can:

   The things mentioned in the order of preference were: the trips, teachers, not having to pay and fun.

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10. What do you dislike about the Program?

Of the 32 children none mentioned anything they disliked about the Program. All of them made statements such as: I do not dislike anything about this Program, nothing is bad, or we have good teachers.

Whittier Elementary School
(Number Responding= 16)

1. How did you enjoy the World Is Your Museum Program?
   A. Liked it very much 75%
   B. Didn't like it at all 0%
   C. It was all right 25%

2. Do you want to stay in this Program
   Yes 94% No 6%

3. How do you like this class as compared to other classes you have?
   A. Much more 25%
   B. About the same 12%
   C. Much less 63%

4. What did you like most about this class?
   The items most mentioned by students were:
   (1) fun, (2) nice trips, and (3) the teacher.

5. Did you have a good teacher for this class?
   Yes 75% No 25%

6. Did you make anything like a painting in this class?
   Yes 75% No 25%

   What did you do? Items mentioned most are:
   African masks, paintings.

7. Can you remember any of the trips you took this year?

   Yes 63% No 37%

   If so, can you name five of them that you enjoyed most?
   1). Zoo
   2). African Museum
   3). National Art Gallery
   4). Frederick Douglass Home
   5). Cochran Art Gallery

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8. Write as many good things about the World Is Your Museum Class as you can:

.Fifty percent did not respond
.Of those responding, making masks, and visiting the Zoo were mentioned most.

9. Write as many bad things about the World Is Your Museum class as you can:

Noise or bad children or pushing were mentioned by 10% of the responding students.

Logan Elementary School
(Number of Responding= 28)

1. How did you enjoy the World Is Your Museum Program?

A.	Liked it very much	100%
B.	Didn't like it at all	0%
C.	It was all right	0%

2. Do you want to stay in this Program?

Yes ___ No ___

3. How do you like this class as compared to other classes you have?

A.	Much more	95%
B.	About the same	5%
C.	Much less	0%

4. What did you like most about this class?

One hundred percent of the students reported liking the teacher as the best thing in the Program. Other areas mentioned were paintings, trips, and making things and claywork.

5. Did you have a good teacher for this class?

Yes 100% No 0%

6. Did you make anything like a painting in this class?

Yes 100% No 0%

What did you do? Paintings and claywork were items mentioned most.

7. Can you remember any of the trips you took this year?

Yes 100% No 0%

8. If so, can you name five of them that you enjoyed most?

1). Zoo
2). Museum of Natural History
3). National Art Gallery
4). Anacostia Museum
5). Mr. DaJeeo's Visit

9. Write as many good things about the World Is Your Museum Class as you can:

Teacher 100%
Working with clay 100%
other items included trips and painting

10. What do you dislike about the Program?

Only 5% mentioned a dislike for the Cochran Art Gallery. No other items were reported as being disliked.

Neval Thomas
(Number of Students= 25)

1. How did you enjoy the World Is Your Museum Pro-Gram?

A. Liked it very much 100%
B. Didn't like it at all 0%
C. It was all right 0%

2. Do you want to stay in this Program?

Yes 100% No 0%

3. How do you like this class as compared to other classes you have?

A. Much more 92%
B. About the same 8%
C. Much less 0%

4. What did you like most about this class?

Teacher	100%
Trips	100%
Making things	80%

5. Did you have a good teacher for this class?

Yes 100% No 0%

6. Did you make anything like a painting in this class?

Yes 100% No 0%

7. If so, what did you do?

Painting, Silkscreening and Masks.

8. Can you remember any of the trips you took this year?

Yes 100% No 0%

9. If so, can you name five of them that you enjoyed most?

1). African Museum
2). Zoo
3). Anacostia Museum
4). National Art Gallery
5). Frederick Douglass Home

10. Write as many good things about the World Is Your Museum Class as you can:

Teacher	100%
Trips	100%
Making Things	100%

11. Write as many things you dislike about the World Is Your Museum Class as you can: None.

The data presented above show that the students like the Program very much and that they enjoy doing things related to their trips. More important perhaps is the data which shows an overwhelming like for the teachers. For some reason the students at Whittier appear to rate their teachers less high than students at the other schools. They also put emphasis on the negative aspects of the students' behavior in the Program. They cite such items as noise, pushing and being bad as areas of concern. Children at the other schools seemed not able to find anything they disliked about the Program. There data in a very clear way shows an extremely high positive attitude toward the World Is Your Museum Program by students. Of equal importance it shows a motivational component in the students which make them want to do things artistic.

Additional Student Evaluative Information

During the month of February, 1974 the project director conducted a survey to determine student reactions to the museum that they had visited. The director was able to provide the Evaluator with the outcomes of four of the ten schools that responded. The responding schools are:

Slowe Elementary	20
Whittier Elementary	26
Neval Thomas Elementary	31
Logan Elementary	20

The places visited which are included in the questionnaire are:

- .Anacostia Neighborhood Museum
- .Frederick Douglas Home
- .Museum of African Art
- .National Gallery of Art
- .Museum of Natural History

A copy of the Museum Questionnaire is presented in Appendix III of this report. The responses of students from these schools are presented below:

MUSEUM QUESTIONNAIRE

These are the trips we went on:

1. Anacostia Neighborhood Museum, African Display
2. Frederick Douglas House, Museum
3. Museum of African Art
4. National Gallery of Art, Christmas Paintings
5. Museum of Natural History, Indian mammals, and environment

			Whittier	Logan	Thomas	Slowe
A.	Did you enjoy having the guides from the museums come to our school to talk about what you would see?	Yes	64%	80%	80%	80%
		No	4%	10%	4%	15%
		A little	32%	10%	16%	5%
B.	Did what the guides tell you at school help you understand the museum display better?	Yes	52%	85%	60%	85%
		No	8%	15%	8%	15%
		A little	32%	5%	32%	15%
C.	Did you get a chance to touch some of the things the guides brought with them from the museum?	Yes	76%	100%	80%	100%
		No	16%	0%	12%	0%
		A little	8%	0%	8%	0%
D.	Do you think it is a good idea to have guides come to school before a trip?	Yes	78%	100%	88%	100%
		No	12%	0%	12%	0%
		A Little	10%	0%	0%	0%
E.	Did the guides bring or show things you really got to see at the museum?	Yes	64%	100%	76%	100%
		No	24%	0%	12%	0%
		A little	12%	0%	12%	0%
F.	After the museum trip, did your teacher talk with you about what you saw?	Yes	64%	100%	76%	100%
		No	24%	0%	12%	0%
		A little	12%	0%	12%	0%

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			Whittier	Logan	Thomas	Slowe
G.	Did your teacher let you choose the kind of art you wanted to do after your trip to show what you liked?	Yes	44%	100%	56%	0%
		No	44%	0%	24%	80
		A little	12%	0%	20%	10%
H.	Did you write any stories about your trip?	Yes	48%	100%	76%	50%
		No	44%	0%	20%	40%
		A Little	8%	0%	4%	10%
I.	Do you think a guide should come back to the school after the trip to show you some more things?	Yes	36%	60%	56%	40%
		No	56%	40%	28%	40%
		A little	8%	0%	16%	20%
J.	Do you think your trips have helped you see more art in your world?	Yes	52%	70%	72%	80%
		No	20%	10%	12%	5%
		A little	28%	20%	16%	15%
K.	Do you think your trips have made you more interested in art museums?	Yes	64%	100%	84%	85%
		No	12%	0%	12%	0%
		A little	24%	0%	4%	15%
L.	Do you think you are doing better art because you went on the trip? (s)	Yes	48%	50%	68%	90%
		No 36%	5%	12%	0%	
		A little	16%	45%	20%	10%
M.	Do you think you are doing better reading because you know more about Africa, art, Indians, and mammals that you learned on the trips?	Yes	36%	90%	74%	50%
		No	32%	10%	8%	30%
		A little	32%	0%	28%	20%
N.	Have the trips made you a better student in science?	Yes	32%	75%	68%	60%
		No	24%	5%	24%	30%
		A little	40%	20%	8%	10%
O.	Have the trips made you a better student in math?	Yes	32%	80%	84%	60%
		No	44%	15%	12%	30%
		A little	24%	5%	4%	10%

			Whittier	Logan	Thomas	Slowe
P.	Have the trips made you a more grownup, self-controlled boy or girl?	Yes	32%	80%	84%	60%
		No	44%	15%	12%	30%
		A little	24%	5%	4%	10%
Q.	Have the trips made you act more noisy and lacking in self-control?	Yes	24%	10%	32%	5%
		No	32%	80%	64%	90%
		A little	44%	10%	4%	5%
R.	Do you have a museum corner in your classroom?	Yes	44%	5%	12%	90%
		No	48%	20%	84%	5%
		A little	8%	75%	4%	5%
S.	Do you ever bring anything to put in it?	Yes	34%	5%	12%	40%
		No	32%	15%	88%	15%
		A little	24%	5%	4%	5%
T.	Do you look at and touch the things in your classroom museum?	Yes	44%	80%	8%	80%
		No	32%	15%	88%	15%
		A little	24%	5%	4%	5%
U.	Do you have a museum corner at home?	Yes	40%	50%	32%	30%
		No	60%	50%	64%	60%
		A little	0%	0%	4%	10%
V.	Did your mother, father, or relative ever go on one of the trips?	Yes	36%	20%	8%	30%
		No	56%	80%	88%	70%
		A little	8%	0%	4%	0%
W.	Would you wish to go back to any of the museums?	Yes	64%	100%	100%	90%
		No	4%	0%	0%	10%
		A little	32%	0%	0%	0%
X.	Was this a good questionnaire?	Yes	72%	100%	88%	85%
		No	12%	0%	0%	5%
		A little	16%	0%	12%	10%

The results of this questionnaire show that:

1. The children enjoyed having the guides at the school.
2. They generally understood the guide.
3. They got a chance to interact with things the guide brought from the museum.
4. The guides laid the groundwork for the visit.
5. The guides are an important part of this Program.
6. Some teachers do not let children choose freely what they would like to do after a trip while others provide more freedom of choice.
7. The trips appear to have helped the children see more art in their day-to day world, more interested in art museums, and have made them a better student in art.
8. The students on the whole give the Program a little credit for making them a better student in science and math.
9. The concept of placing a museum in the classroom is practice at some schools but not at others.
10. About 40% of the responding students report having a museum in their home.
11. Approximately 20% of the children reported that a parent or relative went with them on a trip.
12. The students express an overwhelming interest in revisiting the museums.

Other Project Outcomes

Other Project outcomes of particular interest to the Evaluator are:

1. The completion of a filmstrip of the World Is Your Museum Program. This filmstrip has

been viewed by the Program Evaluator, and from his viewpoint as a layman in art, it appears to be an excellent portrayal of the Program.

2. Slides for the Media Kits have been viewed by the Evaluator. These kits were not distributed during the first year but the primary objectives of developing and testing were met.
3. The participating schools conducted terminal art shows as culminating experiences for the year. The Evaluator was able to observe those at Thomas, Moten and Slowe Elementary.

SUMMARY AND CONCLUSIONS

The World Is Your Museum Program was implemented and operated fully during its first year of operation. All of the data point to a very well administered program by the director. The day-to-day communication by the director to the teachers, and the desire and attitude of the director to work and assist the teachers and children in their follow-up art experiences help to make this program especially unique and effective.

The cooperation of the teachers, and their interest and their rapport with the students seem to be a most basic element of the program. Students' reactions to the teachers provide evidence of the fundamental role the teachers played in getting the students involved in this program.

The students by their responses not only showed much interest in the things visited but showed a strong desire to do something about what they had seen. They appear to want teachers to let them do the things they want in their artistic expressions. This indeed seemed to have been the rule except at one school.

The first year evaluation effort did not focus upon cognitive outcomes as the major area of effort. Instead it focused upon implementation, operation, attitudinal outcomes of teachers and students. The role of this program on subjects such as reading, science or mathematics should be explored in the second year of operation. The second year's evaluation effort should also utilize a sample of students from each school together with appropriate control students in assessing additional outcome.

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APPENDICES

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APPENDIX I

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TEACHER INTERVIEW QUESTIONNAIRE

THE WORLD IS YOUR MUSEUM PROGRAM
DISTRICT OF COLUMBIA PUBLIC SCHOOLS

1. Do you plan to participate in this Program this year?
   Yes____ No____

2. In your opinion, to what extent was this Program implemented?

   A. Fully implemented____
   B. Implemented to about 75%____
   C. About half implemented____
   D. 25% to 50% implemented____

3. What problems have you encountered in this Program?
   _____
   _____
   _____
   _____

4. What major recommendations would you make for the Program?
   _____
   _____
   _____
   _____

5. To what extent do you believe this Program met its objectives this Year?

   A. 80-100%____
   B. 60- 79%____
   C. 40- 59%____
   D. 0- 39%____

6. Were your preservice and inservice professional developmental activities sufficient?
   Yes____ No____ If not, please explain_____
   _____
   _____
   _____
   _____
   _____

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APPENDIX II

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STUDENT QUESTIONNAIRE

THE WORLD IS YOUR MUSEUM PROGRAM
DISTRICT OF COLUMBIA PUBLIC SCHOOLS

1. Name_____

2. How did you enjoy the World is Your Museum Program?

   A. Liked it very much____
   B. Didn't like it at all____
   C. It was all right _____

3. Do you want to stay in this Program? Yes____ No ___

4. How do you like this class as compared to other classes you have?

   A. Much more ____
   B. About the same ____
   C. Much Less ____

5. What did you like most about this class?_____
   _____
   _____

6. Did you have a good teacher for this class? Yes___ No___

7. Did you make anything like a painting in this class? Yes____ No____
   What did you do?_____
   _____

8. Can you remember any of the trips you took this year? Yes____ No____

9. If so, can you name five of them that you enjoyed most?_____
   _____
   _____
   _____
   _____

10. Write as many good things about the World Is Your Museum Class as you can:_____
    _____
    _____
    _____
    _____

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11. Write as many things that you disliked about the World Is Your Museum class: _____

_____

_____

_____

_____

APPENDIX III

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A MUSEUM QUESTIONNAIRE

NAME _____ DATE:

These are the trips we went on:

1. Anacostia Neighborhood Museum, African Display
2. Frederick Douglass House, Museum
3. Museum of African Art
4. National Gallery of Art, Christmas Paintings
5. Museum of Natural History, Indians mammals and enviroment

A. Circle the number of the trips or the trip you enjoyed the most.

CIRCLE yes, no, or a little, for the questions that follow

B. Did you enjoy having the guides from the museum come to our school to talk about what you would see? yes no a little

C. Did what the guides tell you at school help you understnad the museum display better? yes no a little

D. Did you get a chance to touch some of the things the guides brought with them from the museum? yes no a little

E. Do you think it is a good idea to have guides come to school before a trip? yes no a little

F. Did the guides bring or show things you really got to see at the museum? yes no a little

G. After the museum trip, did your teacher talk with you about what you saw? yes no a little

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H. Did your teacher let you choose the kind of art you wanted to do after your trip to show what you liked? yes no a little

I. Did you write any stories or letters about your trip? yes no a little

J. Do you think a guide should come back to the school after the trip to show you some more things? yes no a little

K. Do you think your trips have helped you see more art in your world? yes no a little

L. Do you think your trips have made you more interested in art museums? yes no a little

M. Do you think you are doing better art because you went on the trip?(s) yes no a little

N. Do you think you are doing better reading because you know more about Africa, art, Indians, and mammals that you learned about on the trips? yes no a little

O. Have the trips made you a better student in Science? yes no a little

P. Have the trips made you a better student in Math yes no a little

Q. Have the trips made you a more grown-up, self-controlled boy or girl? yes no a little

R. Have the trips made you act more noisey and lacking in self control? yes no a little

S. Do you have a museum corner in your classroom? yes no a little

T. Do you ever bring in anything to put in it? yes no a little

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U. Do you look at and touch the things in your classroom museum? yes / no / a little

V. Do you have a museum corner at home? yes / no / a little

W. Did your mother, father, or relative ever go on one of the trips? yes / no / a little

X. Would you wish to go back to any of the museums? yes / no / a little

Y. Was this a good questionnaire? yes / no / a little

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PUBLIC SCHOOLS OF THE DISTRICT OF COLUMBIA
THE WORLD IS YOUR MUSEUM (WIYM)
ART PROJECT - TITLE III

EVALUATION OF FIRST ADVISORY
WIYM ACTIVITIES - THEME - "MUSEUMS"

1. How many times have museum and are gallery personnel visited your classroom this school year?

   (a) List the names of the museums and galleries in the order of their visitations to your classroom.

2. How many return trips did your class make to museums and galleries in conjunction with the WIYM project?

   (a) List the places visited.

3. Did any of your classes not participating in the WIYM program take field trips this school year to the places listed above? Yes____ No____

4. Did you observe a difference in pupil attitudes, receptivity, responses, toward museums and galleries that: (a) sent docents to the classrooms before classrooms visited museums? If so, please comment. (b) did not come to classrooms before pupils visited museums, etc., If so, please comment.

5. Were your classroom projects designed to reinforce and follow-up what was seen and heard on museum tours? Yes____ No____

6. Were parents invited to accompany their children on museum tours? Yes___ No___ (a) did they actually participate? Yes____ No____, How Often?

7. Did your students have a choice in selection of museum - art related classroom activities? Yes____ No____

8. What field trip or trips did you like best? Why?

9. Which trip did you enjoy least? Why?

10. Do you feel that these art and museum related experiences have helped to improve academic skills in area other than are? Yes____ No____

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EVALUATION OF FRIST ADVISORY - WIYM ACTIVITIES

10. (cont'd) Comment if necessary.

11. Have you already reserved space for a little "Museum" in your school? Yes____ No____

12. Would you recommend citywide implementation of our program? Yes____ No____

Comments?

Georgia M. Jessup
Project Director

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